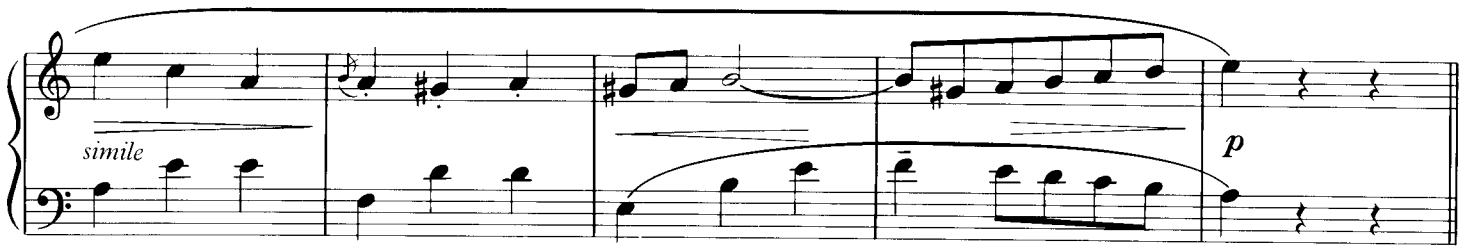
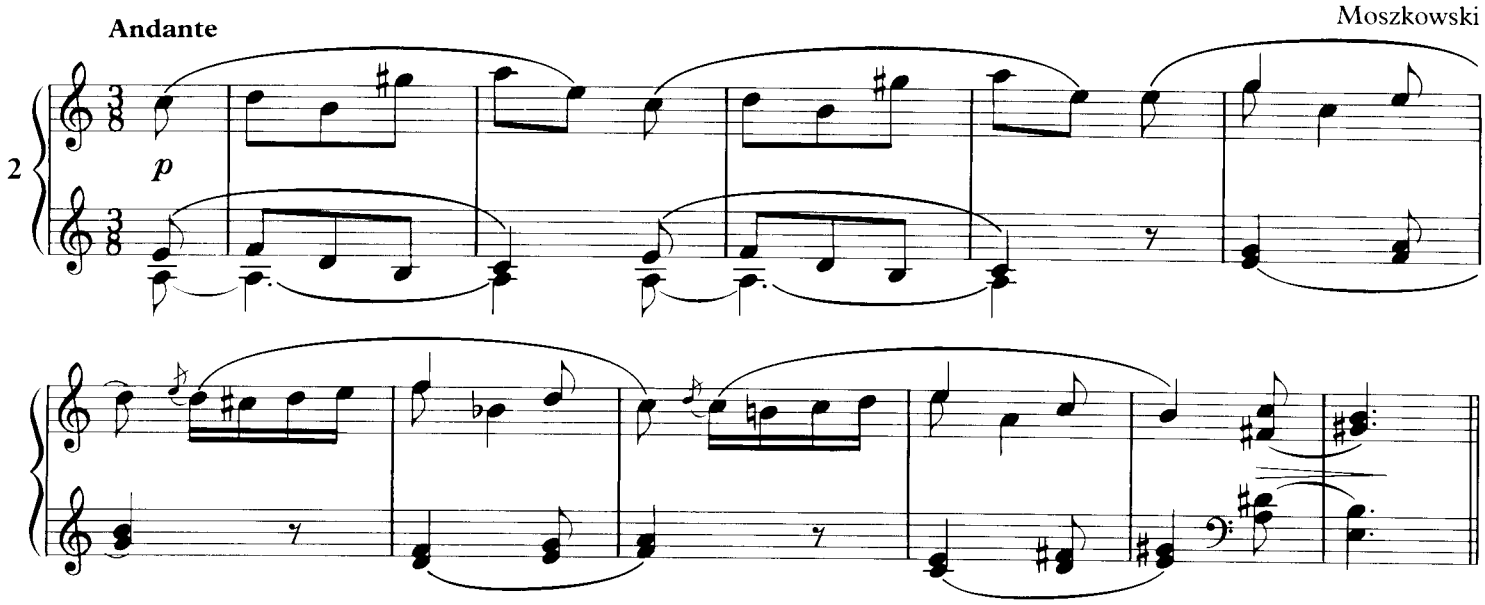
VISIT…

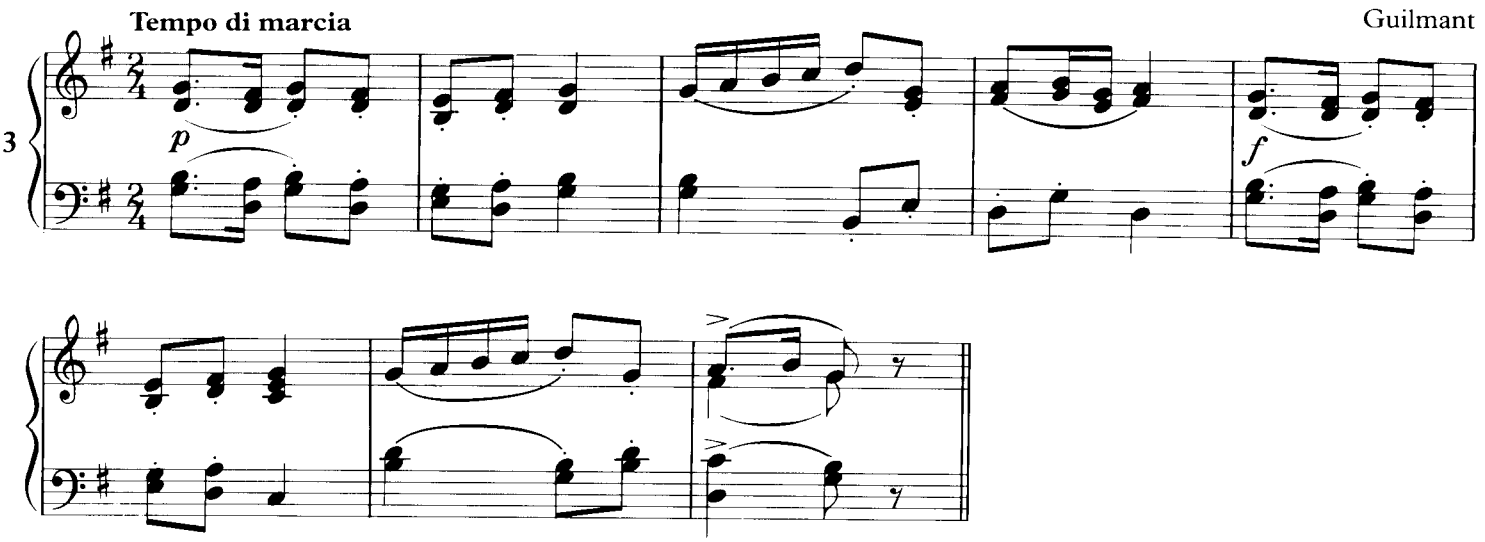


© The Associated Board of the Royal Schools of Music

(a) *I started the piece softly*. Did I make any* crescendos *during the piece?*
(b) *Was the melody mainly* legato *(smooth) or* staccato *(detached)?*
(c) *Tell me what you noticed was happening in the bass part.*



(a) *Can you describe how I played the piece? Was it loud or soft?*
(b) *Was it smooth or detached?*



(a) *Was the piece mainly* legato *(smooth) or* staccato *(detached)?*
(b) *It had two phrases of four bars. What difference did you notice in the second phrase? What signs would tell me to play it that way?*

*Some teachers prefer to use 'quiet' as the opposite of 'loud'. This is equally acceptable as 'soft', and both have been used deliberately in this book to emphasise the point.